

Name _____



English 11 Herron Summer Reading 2018

If you have any questions, please contact Kristin Chapman, English Department Chair

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1. Read, analyze, and annotate the novella, *Passing*, by Nella Larsen. Please ensure you have a physical copy you can write in and bring to class.

Read actively: make margin notes and annotate in your copy of the novel when something challenges, entertains, or interests you. It is not a requirement, but think about your English 10 annotation strategy to understand what types of things you should be annotating.

PENGUIN:

- Paraphrase Plot
- Evaluate Characters
- Note Repetition
- Generate Themes
- Uncover Hidden Meanings
- Interrogate the Text
- Name Literary Devices

2. After reading, annotating, and processing the novel, complete the reading response assignment attached.

BEWARE! Your reading responses will be compared against Sparknotes, Cliffnotes, Shmoop, LitCharts, and every other website that offers information about *Passing*. See Common Error #7: Plagiarism for more information.

3. Lastly, read, practice, and take notes on the “8 Common Errors You Must Master Before English 11.”

Upon your return to school, you should expect:

1. A mastery comprehension test of *Passing* by Nella Larsen and each Common Error #1-8 on Day 1.
2. A collection of your reading responses for practice points (see assignment below).
3. A collection of your Common Error practice exercises (this packet) for practice points.

Questions to ponder before entering English 11:

English 11 Essential Question: **How and to what extent can we form a true and authentic identity for ourselves?**

- Quarter 1 Essential Question: **What shapes and defines our identities?**
- Quarter 2 Essential Question: **To what extent can we change our identities?**
- Quarter 3 Essential Question: **To what extent are our identities tied to our families?**
- Quarter 4 Essential Question: **How does social environment affect identity expression?**

Reading Response Assignment

Assignment: You must respond to THREE of the following prompts. For each one, you should write a thoughtful, analytical, and academic response. Each response should be approximately 1-2 handwritten pages each (maybe a bit shorter for typed responses).

Whatever you choose among the prompts... be specific in your responses. Really explain yourself. Don't ramble from one general response to another without referring to particular passages or chapters. Instead, stick with a topic for long enough that you discover more about what you're thinking. Tie your responses to sentences or passages in the novel and quote from it. Don't replace your own voice, though, with long quoted passages. You are using the quotes to support you—not the other way around.

1. Passing

The act of performing a racial identity other than one's own or disguising elements of one's presumed 'natural' or 'essential' racial identity, simultaneously perpetuating and destabilizing fixed, essentialist notions of race. Passing signifies the defiance of racial categorization. Passing underscores the understanding of race as a social construction or performance. *Passing* (1929) features two main characters, one who actively passes and another who chooses not to. How specifically does Irene's view of race differ from Clare's? Cite instances from the text that demonstrate your points.

2. Objectification

To objectify someone is to degrade a person's status or body to that of a mere object. It is a way of stripping someone of their personhood, humanity, and value. How is the idea of objectification represented in *Passing*? What are moments in the text where womanhood or black identity is objectified? How is this act of objectifying still displayed in current popular culture? In what ways have we continued to make subjects into objects?

3. Intersectionality

Intersectionality is a term coined by Black feminist Kimberle Crenshaw to help explain how the experiences of women of color are a product of intersecting experiences of racism and sexism—not just one. Race, Crenshaw would argue, must be examined with sex, gender, and sexuality. Remember, sex is male, female, or intersex—it is the sex assigned at birth based on body parts. Gender, however, is how a person self-identifies, typically on a masculine-feminine scale, regardless of their body parts. Identify key moments from *Passing* where you see race and gender, sexuality, or sex linked. What do these moments communicate about the particular expectations of or oppressions on Black women found in the text?

4. Theme & Motif

Beyond the universal idea of "passing," what is another universal idea (an abstract idea related to the novella's subject, e.g. love or betrayal) that you perceive operating in the narrative, what theme (message being communicated about that idea) is presented, and what motifs (any repeating concrete object in a literary work, e.g. bird imagery, darkness, blood, water) are being used to communicate that theme?

5. Final Scene

The final sentence of Part Two in *Passing* describes an emotional moment for Clare: "But Clare Kendry had begun to cry, audibly, with no effort at restraint, and for no reason that Irene could discover" (210). Why do you think she is intensely crying? How do you think she feels in this moment? What actions or choices has she made that has led her to this point? Do you see Clare as a sympathetic character in this moment? Do your feelings for her change by the end of the novella? Your answers should discuss moments from the text to support your analysis.

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Many of you have had multiple English teachers for multiple years now. Because of this, it is possible that there are basic conventions and writing skills that you were unable to master in English 9 and 10. English 11 is a rigorous, thought-provoking class with high expectations. We will not spend time re-learning basic English rules that should be mastered. I have read many samples of essay writing from English 10 classes and have identified the top eight very basic Common Errors that must be mastered before 11th grade.

Learning and mastering these rules is not something to keep you busy over the summer. You will be expected to demonstrate mastery of each Common Error on Day 1 and will be given a ZERO until you have demonstrated mastery. This means that if you earn an NG on Day 1 of your Common Error quiz, you will be required to complete additional practice work and retake Common Error exams until mastery. Only then will your grade be lifted from a zero.

8 COMMON ERRORS YOU MUST MASTER BEFORE ENGLISH 11:

Common Error #1: MLA In-text Citations

- **All in-text citations follow the same pattern:**

quotation mark, text, quotation mark, space, parenthesis, author's last name, page number, parenthesis, period.

There should be NO comma between the name and page number, no shorthand like "pg." or "paragraph" or "#" or anything of the sort. Only the author's name and the number of the page --NOTHING ELSE. Example:

The writer says, "Outside Brown, quitters are no heroes" (Neusner 261).

- **EXCEPTION TO STRUCTURE:**

If the author's name is contained in the sentence, however, it does not need to appear in the parentheses:

Neusner says, "Outside Brown, quitters are no heroes" (261).

- **What if there is a punctuation mark that isn't a period? How does that work??**

After ranting about how badly he has treated his students, Neusner asks, "And all this why?" (261). This is an example of a quote that has different end punctuation—a question mark or an exclamation point. Here, the question mark is part of the quote from Neusner, so it remains inside the quotation marks and there is still a period after the citation. The only exception is if YOU ask the question. If the question mark or exclamation point is YOURS, you put it after the citation. For example: Do you think students will "unlearn the lies" (Neusner 261)?

Name _____

Exercise A:

Examine each of the following pairs carefully. Indicate the passage that handles MLA in-text citations correctly and briefly explain what is wrong with the citation in the other passage.

1) _____

a. In "Death and Justice," Edward Koch, former mayor of New York City argues that "life is precious, and . . . the death penalty helps to affirm this fact (857)."

b. In "Death and Justice," Edward Koch, former mayor of New York City, argues that "life is precious, and . . . the death penalty helps to affirm this fact" (857).

2) _____

a. "Arguing about whether nontraditional families deserve pity or tolerance is a little like the medieval debate about left-handedness as a mark of the devil" (Kingsolver 168).

b. Kingsolver points out that "arguing about whether nontraditional families deserve pity or tolerance is a little like the medieval debate about left-handedness as a mark of the devil" (168).

3) _____

a. "There is a Chinese word for the female, which is slave, " writes Maxine Hong Kingston (191). "Break the women with their own tongues!" (191). She means that since women had no other word to use to refer to themselves than one meaning slave, they eventually lost any sense of dignity and independence they might once have had.

b. "There is a Chinese word for the female, which is slave, " writes Maxine Hong Kingston. "Break the women with their own tongues!" She means that since women had no other word to use to refer to themselves than one meaning slave, they eventually lost any sense of dignity and independence they might once have had (191).

Name _____

Exercise B:

Read over each the following passages, and respond to whether or not it uses citations accurately. If it does not, what would you do to improve the passage so it's properly cited? All refer to the following passage from Martin Luther King's "Letter from the Birmingham Jail":

You deplore the demonstrations taking place in Birmingham. But your statement, I am sorry to say, fails to express a similar concern for the conditions that brought about the demonstrations. I am sure that none of you would want to rest content with the superficial kind of social analysis that deals merely with effects and does not grapple with underlying causes. It is unfortunate that demonstrations are taking place in Birmingham, but it is even more unfortunate that the city's white power structure left the Negro community with no alternative.

1) Martin Luther King was certain that nobody would want to be contented with a surfacy type of social analysis that concerns itself only with effects and doesn't deal with root causes.

2) Martin Luther King wrote that the city of Birmingham's "white power structure" left African-Americans there "no alternative" but to demonstrate ("Letter from the Birmingham Jail" para. 5).

In "Letter from the Birmingham Jail," King writes to fellow clergy saying that although they "deplore the demonstrations taking place in Birmingham, your statement fails to express a similar concern for the conditions that brought about the demonstrations

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Common Error #2: Top 10 Homophones

Its vs. It's

Its is an adjective meaning “belonging to it.”

Correct: A coniferous tree sheds its leaves.

It's is a contraction of “it is.”

Correct: It's important to remember to do your homework.

1. _____ about time you showed up!
2. It was _____ first time out of the cage.
3. _____ feet were covered with sand.
4. Get up, _____ time for school.
5. I'm glad to see you; _____ been a long time.

Write your own sentence using “its” correctly:

Write your own sentence using “it's” correctly:

Whose vs. Who's

Who's is a contraction of “who is” or “who has.”

Correct: Who's ready for the concert?

Whose is a possessive pronoun. It shows possession of something.

Correct: Whose hat is this?

1. _____ Patrick?
2. That is the boy _____ father is mayor of the town.
3. Are you the one _____ eaten all the cake?
4. Anyone _____ late must go to the office.
5. _____ sweater is this?

Name _____

Write your own sentence using “whose” correctly:

Write your own sentence using “who’s” correctly:

Then vs. Than

Then is a word relating to time. It can be an adverb meaning in that case, in addition, or in the next moment. It can also be a noun meaning a moment or specific time.

Example 1: If Mike is late, then he should apologize.

Example 2: I did the dishes, then I went to bed.

Example 3: She was about to cross the road, then she saw a car.

Example 4: We will wait until then to call you.

Than is a word used to introduce comparison.

Example 1: Carla is shorter than Christy.

Example 2: He talks more slowly than Evan does.

1. That picture is prettier _____ the other.
2. I like salad more _____ soup.
3. The game was tied, _____ our team scored.
4. If Marco doesn't want to go, _____ he should stay home.
5. This is more important _____ you think.
6. It was _____ that Kirk realized his mistake.

Write your own sentence using “then” correctly:

Write your own sentence using “than” correctly:

Name _____

Your vs. You're

You're is a contraction of two words: you and are.

(Try substituting "you are" in the sentence to see if it makes sense.)

Example: "After you're finished with soccer practice, let's go out for pizza," Aunt Elise said.

Example: "You're the best!" I exclaimed. "I love pizza!"

Your is a possessive pronoun. It means something belongs to or is related to "you."

Example: "Can I borrow your pencil?" Henry asked Raj.

Example: It's your turn to wash the dishes tonight.

Example: I think I saw your brother at the movie theater last weekend.

1. _____ mother makes wonderful cupcakes.
2. If _____ friendly, you'll have lots of friends.
3. What time is _____ practice?
4. _____ a great dancer!
5. Rupert thinks _____ the right person for the team.

Write your own sentence using "your" correctly:

Write your own sentence using "you're" correctly:

Principle vs. Principal

Principal may be a noun or an adjective. As a noun it means someone or something in a high position. As an adjective it means highest.

Example 1: The principal walked into the classroom.

Example 2: His mother's principal worry was that he would forget his manners.

Principle is a noun meaning a basic truth, quality or law.

Example 1: They believed in the principle that all men are created equal.

1. Violet thought freedom was a simple _____ anyone could understand.
2. Our _____ lead us in singing the school song.
3. Edgar was studying Archimedes's _____ about an object in water.
4. The _____ problem was there was no water to put out the fire.

Name _____

5. His guiding _____ of honesty stopped him from lying.
6. The _____ violinist played a solo at the concert.

Write your own sentence using “principle” correctly:

Write your own sentence using “principal” correctly:

Loose vs. Lose

Loose is an adjective meaning not firm, not contained, or not tight.
Correct: I like to wear loose clothing.

Lose is a verb meaning to misplace or no longer possess. It may also mean unsuccessful.
Correct: Did you lose your phone?

1. She has a _____ tooth.
2. Velma might _____ her tennis match.
3. Don't _____ your way in the forest.
4. There are a lot of _____ papers in the binder.
5. The brown dog was _____ in the neighborhood.

Write your own sentence using “loose” correctly:

Write your own sentence using “lose” correctly:

Effect vs. Affect

Affect is a verb meaning to change or influence. It may be used rarely as a noun with a different pronunciation meaning emotion behavior.

Correct: Your test grade will affect your final grade.

Name _____

Effect is a noun meaning a result, an impression, or something that comes into being. It sometimes may be used as a verb meaning to cause something to change.

Correct: The baby's crying had a terrible effect on the passengers.

1. Another drought will _____ the wheat crop.
2. The bad behavior of some students may _____ the reputation of the whole school.
3. The movie had a big _____ on her.
4. He did not want the scandal to _____ the outcome of the election.
5. The silence was not the _____ Barry wanted.

Write your own sentence using "affect" correctly:

Write your own sentence using "effect" correctly:

There vs. They're vs. Their

There is used for a place or location –where something is or where it will be.

There is a possessive pronoun –it shows that something belongs to someone.

They're is a contraction of "they are."

Correct: The coat rack is over there.

Correct: I hurt their feelings.

Correct: They're getting on my nerves.

1. Do you have _____ books?
2. _____ coming tonight.
3. I've always wanted to be _____.
4. I'm not sure I like _____ personalities.
5. I'm not sure _____ aware of it.

Write your own sentence using "there" correctly:

Write your own sentence using "their" correctly:

Name _____

Write your own sentence using “they’re” correctly:

To vs. Two vs. Too

To is a preposition used before a noun or as an infinite (to [verb]) before a verb.

Correct: I am going to the store.

Too is a synonym for excessiveness. You can replace “too” with “also” or “as well.”

Correct: I want to study too.

Two is the spelling of the number 2.

Correct: I have two pickles.

1. There are _____ many pickles in here.
2. I had _____ eggs this morning.
3. You’re going _____ jump that high?
4. I can’t help but think it’s _____ late.
5. Speeding _____ quickly, I was headed _____ work and still arrived _____ minutes late.

Write your own sentence using “to” correctly:

Write your own sentence using “too” correctly:

Accept vs. Except

Accept is a verb meaning to agree to, believe or receive something.

Example 1: Will you accept my apology?

Example 2: I will accept your version of the story.

Example 3: He accepted a cup from the waitress.

Except is used as a preposition, a conjunction or a noun, but all of the meanings are similar: to leave out.

Example 1: She loved all colors except brown.

Example 2: I approved of all of the changes except the third one.

Name _____

1. _____ for Rose, no one liked the movie.
2. Steve wanted to go, _____ his mother said he couldn't leave.
3. Please _____ our invitation for dinner.
4. All the players _____ the goalie wore white shoes.
5. The tired man had to _____ the fact that he must stop and rest.

Write your own sentence using "accept" correctly:

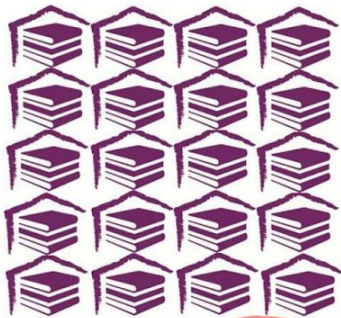
Write your own sentence using "except" correctly:

Why read 20 minutes at home?

Reading volume, rather than oral language, is the prime contributor to individual differences in children's vocabulary past the 4th grade. – Nagy and Herman, 1987

Student A

20 minutes per day
3,600 minutes per
school year
1,800,000 words per year



Scores in the 90th
percentile on
standardized tests

Student B

5 minutes per day
900 minutes per
school year
282,000 words per year



Scores in the 50th
percentile on
standardized tests.

Student C

1 minute per day
180 minutes per
school year
8,000 words per year



Scores in the 10th
percentile on
standardized tests.

If they start reading for 20 minutes per night in Kindergarten, by the end of 6th grade, Student A will have read for the equivalent of 60 school days, Student B will have read for 12 school days, Student C will have read for 3.

Want to be a better reader? Simply **read.**

COMMON ERROR #3: Introducing Quotes

There are three ways to integrate quotations:

1. Introduce the quotation with a complete sentence and a colon.

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods: "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Example: Thoreau's philosophy might be summed up best by his repeated request for people to ignore the insignificant details of life: "Our life is frittered away by detail. An honest man has hardly need to count more than his ten fingers, or in extreme cases he may add his ten toes, and lump the rest. Simplicity, simplicity, simplicity!"

Example: Thoreau ends his essay with a metaphor: "Time is but the stream I go a-fishing in."

This is an easy rule to remember: if you use a complete sentence to introduce a quotation, you need a colon after the sentence. Be careful not to confuse a colon (:) with a semicolon (;). Using a comma in this situation will most likely create a comma splice, one of the serious sentence-boundary errors.

2. Use an introductory or explanatory phrase, but not a complete sentence, separated from the quotation with a comma.

Example: In "Where I Lived, and What I Lived For," Thoreau states directly his purpose for going into the woods when he says, "I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."

Example: Thoreau suggests the consequences of making ourselves slaves to progress when he says, "We do not ride on the railroad; it rides upon us."

Example: Thoreau asks, "Why should we live with such hurry and waste of life?"

Example: According to Thoreau, "We do not ride on the railroad; it rides upon us."

You should use a comma to separate your own words from the quotation when your introductory or explanatory phrase ends with a verb such as "says," "said," "thinks," "believes," "pondered," "recalls," "questions," and "asks" (and many more). You should also use a comma when you introduce a quotation with a phrase such as "According to Thoreau."

3. Use short quotations--only a few words--as part of your own sentence.

Example: In "Where I Lived, and What I Lived For," Thoreau states that his retreat to the woods around Walden Pond was motivated by his desire "to live deliberately" and to face only "the essential facts of life."

Example: Thoreau argues that people blindly accept "shams and delusions" as the "soundest truths," while regarding reality as "fabulous."

Name _____

Example: Although Thoreau "drink[s] at" the stream of Time, he can "detect how shallow it is."

When you integrate quotations in this way, you do not use any special punctuation. Instead, you should punctuate the sentence just as you would if all of the words were your own. No punctuation is needed in the sentences above in part because the sentences do not follow the pattern explained under number 1 and 2 above: there is not a complete sentence in front of the quotations, and a word such as "says," "said," or "asks" does not appear directly in front of the quoted words.

All of the methods above for integrating quotations are correct, but you should avoid relying too much on just one method. You should instead use a variety of methods.

Notice the Punctuation!

Notice that there are only two punctuation marks that are used to introduce quotations: the comma and the colon (:). Note that a semicolon (;) is not used to introduce quotations.

Notice as well the punctuation of the sentences above in relation to the quotations. If there are no parenthetical citations in the sentences (no author's name and page number in parentheses), the commas and periods go inside the final quotation mark ("like this."). For whatever reason, this is the way we do it in America. In England, though, the commas and periods go outside of the final punctuation mark.

Semicolons and colons go outside of the final quotation mark ("like this";).

Question marks and exclamation points go outside of the final quotation mark if the punctuation mark is part of your sentence--your question or your exclamation ("like this"?). Those marks go inside of the final quotation mark if they are a part of the original--the writer's question or exclamation ("like this!").

SOME TIPS

→ You want to **STAY AWAY** from statements like

- ◆ "On page 24, the narrator says..."
- ◆ "In chapter 3, this quote says..."

→ **DO NOT** announce the quoted material

- ◆ This quote shows that...
- ◆ This means that...
- ◆ The author means that...
- ◆ The character means that...
- ◆ The author says that...
- ◆ The character says that...

→ **DO NOT** have the quote be in a sentence all by itself

- ◆ Wrong: They were all shocked. "The windmill was in ruins" (71).
- ◆ Right: At this moment, Whitney knew that "she was destined for greatness" (54).

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→ **DO NOT** just repeat what the quote already says in your explanation

◆ **Wrong:** When the narrator says, "A lot was to happen in later days," he is saying more things would happen later (*Beowulf* 2200).

◆ **Right:** When the narrator says, "A lot was to happen in later days," he foreshadows the destruction to come (*Beowulf* 2200).

→ **Do NOT** start or end a paragraph with a quotation; make sure there is a reason you are using another's idea at that particular place in the essay. It should belong there and support your point. Never use a direct quotation as a way to avoid thinking. All quotes must be selected purposefully, introduced intelligently, and explained thoroughly.

Directions: Integrate each of the following quotes into a complete thought or expression. You must use each of the three ways twice.

Author: Ray Charles - "I never wanted to be famous. I only wanted to be great."

Author: Dick Clark - "Music is the soundtrack of your life."

Author: Homer Simpson - "Remember as far as anyone knows, we're a nice normal family"

Author: Indira Gandhi - "Where there is love there is life."

Name _____

Author: Red Barber - "Baseball is dull only to dull minds."

Author: Vince Lombardi - "If winning isn't everything, why do they keep score?"

Common Error #4: Transitional Phrases & Statements

Transitional phrases:

Transitional phrases are often a group of words or a phrase that includes a conjunctive adverb. With these phrases, keep in mind that many different words or phrases can show the same relationship, so if you are showing similar types of connections between multiple paragraphs, vary your selection of words in your paragraph transitions.

For example:

Ending sentence of paragraph:

These relationships show that the establishment of traditional gender roles is influenced by the type of toys children play with when they are younger.

Start of next paragraph:

In addition, children's peer groups and social experiences also influence whether they associate with traditional gender roles.

"In addition" is the transitional phrase, and it creates a logical paragraph transition while also keeping both ideas connected to the overall topic.

Implied/conceptual paragraph transitions:

Paragraph transitions that make a logical connection through implied or conceptual transitions do not require transitional words or phrases. Instead, they use something common between the two paragraphs. This conceptual connection is also considered a sophisticated transition. So long as you are not coldly cutting off one idea and beginning something new without any guiding connection, it is a transition.

Rather than simply using transitional words and phrases, we will focus on more sophisticated transitioning practices. Words and phrases are like band-aids --they technically connect two sentences, but only on the surface level. Transitions that bind two ideas together and flow from one sentence to the next are much stronger --it's like stitching them together, rather than covering it with a band-aid.

Name _____

PRACTICE:

In each of the exercises below, you are given the final sentence of a preceding paragraph and the idea on which to focus the next paragraph. Write the first sentence for each new paragraph. Aim to vary your choice of transitional words and phrases, and work in at least three conceptual transitions while writing the sentences. Make up small bits of information if necessary.

- End of previous paragraph: From this research, you can conclude that the use of cellular phones correlates with a higher risk of vehicle accidents.
- Idea in next paragraph: Not all age groups have the same level of risk.

First sentence of new paragraph: _____

- End of previous paragraph: These are the three main reasons repeat offenders of serious crimes have less success with rehabilitation programs.
- Idea in next paragraph: Two additional reasons that are not as common

First sentence of new paragraph: _____

- End of previous paragraph: Through this process, genetic engineering helps improve the taste of foods.
- Idea in next paragraph: Provides examples of several foods that have been enhanced through genetic engineering.

First sentence of new paragraph: _____

- End of previous paragraph: For this reason, teenagers under the age of 16 should not be permitted to obtain birth control without parental consent.
- Idea in next paragraph: A second argument that supports not allowing younger teens to obtain birth control without parental consent.

First sentence of new paragraph: _____

- End of previous paragraph: Even if marijuana is legalized, another illegal drug is likely to take its place in the drug trade.
- Idea in next paragraph: Legalizing marijuana would reduce drug-related crime.

First sentence of new paragraph: _____

Name _____

End of previous paragraph: The fall of Al Capone is marked by the addition of specialized agents referred to as “The Untouchables.”

- Idea in next paragraph: Information about how “The Untouchables” were formed and what their task was with respect to Al Capone.

First sentence of new paragraph: _____

- End of previous paragraph: These examples make it clear that the media perpetuates racial implications in situations where none exist.
- Idea in next paragraph: How the media’s focus on race when it is not part of a discussion or story affects racial tensions.

First sentence of new paragraph: _____

- End of previous paragraph: This is the mindset of many members of the mainstream Democratic Party.
- Idea in next paragraph: The mindset of members of the mainstream Republican Party on the same issue.

First sentence of new paragraph: _____

- End of previous paragraph: Effective communication is facilitated through this process.
- Idea in next paragraph: The role nonverbal cues play in communication.

First sentence of new paragraph: _____

- End of previous paragraph: This recent downturn in the economy has led many small businesses to put hiring on hold.
- Idea in next paragraph: Additional reasons small businesses have put a hold on hiring.

First sentence of new paragraph: _____

Name _____

Common Error #5: Academic Language

Certain words which we frequently encounter in everyday communication may not be suitable for use in academic essays. These include words which are casual (informal) and commonly used only in spoken English. This does not mean that informal language is inferior to formal language. It simply means that there are words which are more appropriate than others for use in each context.

For example, in reporting work done by others in a subject that you are investigating, you would not write:
A couple of researchers have found out that...

Instead, you are more likely to write: Several researchers have discovered that...

To make your essay more formal, make sure that you avoid features of informal language in your writing:

Choose Strong Verbs

In general, academic writers prefer verbs to phrasal verbs (verb + preposition), which are very common in spoken or more casual uses of English, e.g. *establish* instead of *set up*, *produce* instead of *churn out*, *tolerate* instead of *put up with*, and *assemble* instead of *put together*. Consider the examples given below:

Choose Specific Verbs

In reporting what you have gathered from reading, you will need to use a variety of verbs that suit your purpose. Rather than using the words say, show or report all the time, you can use more specific verbs in academic reporting as illustrated below:

Other useful words for reporting what you have gathered in your secondary research are assert, claim, argue, infer, reason, postulate and illustrate. Here's a list of strong verbs to use in your writing:

Alludes to	Explains	Signifies
Attests	Exposes	Substantiates
Clarifies	Expounds	Suggests
Confirms	Highlights	Typifies
Conveys	Hints	Underscores
Denotes	Illustrates	Advocates
Depicts	Implies	Criticizes
Determines	Connotes	Defends
Displays	Indicates	Argues
Emphasizes	Portrays	Claims
Entails	Represents	Proposes
Establishes	Reveals	Supports
Exemplifies	Shows	

Name _____

PRACTICE:

Rewrite each sentence to make the main verb stronger.

1. Larissa is a student of history and psychology.

2. Professor Rose does not agree with Professor Randall about the uneven distribution of grades in the freshman class.

3. Because Janice is prone to stay away from social gatherings, she spends many evenings alone in her dorm room.

4. Miss Lawson made a drawing of a herd of bison stampeding across the plains.

5. Louis was The Cowardly Lion in the school production of The Wizard of Oz.

6. If someone says something bad about you, you should not say something bad about that person.

7. The male anglerfish feels attraction for the female angler because of the pheromones the female produces.

8. There were so many dance practices that my feet hurt every night.

Name _____

Common Error #6: Italics vs. Quotation Marks

Italics are used for BIG works. **Quotation Marks** are used for SMALLER works.

Underlining is used as a handwritten way to represent italics. If something is handwritten and should be italicized, you must underline it. There is never a time when a title should be both underlined and italicized. It's one or the other.

Italicize the titles of magazines, books, newspapers, academic journals, films, television shows, works of art, albums, and websites. These are all big publications with smaller works inside them.

Use **quotation marks** around the titles of short poems, song titles, short stories, magazine or newspaper articles, essays, speeches, chapter titles. Typically, these are smaller works inside a bigger publication.

Directions: Underline what should be italicized and place quotation marks around words or phrases that need them.

1. The book American Folk Toys includes directions for making many simple toys.
2. My favorite speech is Dr. King's I Have A Dream speech.
3. Our group is studying Walter de la Mare's poem The Listeners.
4. One of my favorite episodes of Star Trek was called The Trouble with Tribbles.
5. The short story A Time of Beginnings was about the life of an artist.
6. In the history book Across the Centuries there's a chapter called Colonial Americans - - How They Lived.
7. Tom named his plane The Blue Goose.
8. Sue told her mother, I'm not going to classes today.
9. Don't forget to dot your i's and cross your t's.
10. Ibid. and Op. Cit. are terms used in endnotes for research papers.

:) Take a break and get a snack.

:D Now get back to work (you're almost done!)

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Common Error #7: Plagiarism

Your reading responses will be compared against Sparknotes, Cliffnotes, Shmoop, LitCharts, and every other website that offers information about *Passing*.

- ***What is plagiarism?***
 - According to the Modern Language Association (MLA), “plagiarism is presenting another person’s ideas, information, expressions, or entire work as one’s own,” basically fraud, and “always a moral and ethical offense.”
- ***What does plagiarism look like?***
 - Buying papers from a service on the Internet
 - Reusing work done by another student
 - Copying text from published sources (INCLUDING ONLINE SOURCES!)
 - Quoting or paraphrasing without using in-text citations AND a Works Cited page
 - Basically, any time words or ideas are represented as yours when they are really someone else’s
- ***What happens if I plagiarize (even if it’s an accident)?***
 - Per the Indianapolis Classical Schools handbook:
 - Student(s) will receive a 0% on the work, regardless of its relative importance in the class (e.g. homework or research paper).
 - Offense will be logged in PowerSchool.
 - Parents/guardians of the student will be immediately contacted.
 - Students will be required to complete a packet of work designed to help students identify and understand plagiarism and its’ effects, if appropriate.

PRACTICE:

Directions: Below are two original sources followed by quotes and paraphrases of the original sources. On the line write **PLAGIARIZED** (spelled correctly) by any quote or paraphrase that is an example of plagiarism. Write **OKAY** on the line if the quote or paraphrase is correct.

MLA Citation: Krenkle, Cory M. "Soccer’s New Status." School Sports News 2 Feb. 2007: 16.

Original Source Material: “Soccer is quickly gaining popularity in America. More schools continue to add soccer to their list of competitive varsity sports. In fact, most high schools that offer varsity soccer have a feeder program in the elementary and intermediate grades so that players come to the sport with a good number of skills and knowledge of the rules of the game.”

1. Soccer is being offered as a varsity sport at an increasing number of American high schools. In order to have better-prepared varsity participants, these school districts offer soccer programs to teach the basics to their students in grades 1 through 8 (Krenkle 16). _____

2. Most high schools that offer varsity soccer have a feeder program in the elementary and intermediate grades so that players come to the sport with a good number of skills and knowledge of the rules of the game (Krenkle 16). _____

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3. "Soccer is quickly gaining popularity in America. More schools continue to add soccer to their list of competitive varsity sports" (Krenkle). _____

4. In American schools today it is more common to see soccer offered as a high school varsity sport. To better prepare their students, these school districts frequently present their students in grades 1 through 8 with the opportunity to learn soccer basics. _____

5. Soccer has become a popular sport in America, with more schools adding soccer to their list of competitive varsity sports. The majority of high schools offering varsity soccer have feeder programs in the earlier grades to teach young players basic skills and the rules of the game (Krenkle 16). _____

MLA Citation: Helms, Martha Randall. "Drought Casualties." Farm News Bulletin 15 Aug. 2007: A4.

Original Source Material: "The entire state of Oklahoma has not seen a drop of rain in six weeks. Fields have deep chasms in their arid soil; the mouths of these chasms gape open, begging for a drink. Farmers have lost billions of dollars worth of crops, and the lack of feed for livestock is making many more farmers nervous about the winter months."

6. According to Helms, arid Oklahoma fields have deep chasms that beg for a drink of rain. Farmers are really worried about their livestock. _____

7. Oklahoma has not seen a drop of rain in six weeks. Farmers have lost billions of dollars worth of crops, and the lack of feed for livestock is making many more farmers nervous about the winter months.

8. In Oklahoma, "farmers have lost billions of dollars worth of crops, and the lack of feed for livestock is making many more farmers nervous about the winter months" (Helms A4). _____

9. Oklahoma farmers are worried that they will not be able to feed their animals during the winter because the absence of rain the past six weeks has caused billions of dollars in crop loss (Helms A4).

10. All of Oklahoma has not seen any rain in a month and a half. The dry earth has enormous crevices. Farmers have lost billions because of crop failure, and they are very concerned about whether they will be able to feed their herds during the winter months (Schmidt 18). _____

Name _____

Common Error #8: Possessive Apostrophes

Possessive means to own something. Nouns are made possessive by adding an apostrophe and sometimes an 's.' When determining whether to end the word with an ['s] or [s'] follow the rules below.

add 's to the singular form of the word (even if it ends in -s):

the owner's car
Chris's breakfast

add 's to the plural forms that do not end in -s (collective nouns --nouns that act as one thing):

the children's game
the geese's honking

add ' to the end of plural nouns that end in -s:

two cats' toys
three friends' letters
the countries' laws

Therefore, if the subject is SINGULAR = add 's

Therefore, if the subject is PLURAL = place an apostrophe after the s

1. The young _____ (man) plane finally took off from Kitty Hawk.
2. The Wright _____ (brother) plane made its first historic flight in 1903.
3. A granite monument was erected to honor the Wright _____ (brother).
4. _____ (Bess) drawings and _____ (Louis) toys cluttered up the room.
5. The _____ (beaver) home was built early that year. (Meaning one beaver.)
6. The _____ (beaver) homes were built early.
7. The _____ (canary) food was put in the little dish beside him.
8. _____ (canary) songs keep loneliness out of many homes.

Write a sentence using ['s] correctly:

Write a sentence using [s'] correctly: